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ABSTRACT

The Spanish Literacy Investigation Project was implemented to identify adult Spanish literacy programs throughout the country, to explore the availability of relevant Spanish literacy teaching methods, to determine relevant elements between Spanish literacy and English as a Second Language (ESL), and to describe a model for incorporating a Spanish literacy program into an existing adult basic education program. During the first stage of the project, researchers conducted on-site visits, classroom observations, and personal interviews with administrators or participants in the following four programs: Instituto de Progreso Latino, in Chicago; Solidaridad Humana, in New York City; Universidad Internacional, in the West Town and Humble Park sections of Chicago; and Universidad Popular/Centro Latino, in Chicago. Next, the researchers reviewed current literature pertaining to Spanish literacy and adult learning in order to obtain information focusing specifically on language acquisition, the adult learner, ESL, and literacy. Based on a survey of the experiences of 26 agencies concerning their involvement in the field of Spanish literacy instruction, the researchers identified key elements of successful adult Spanish literacy programs. The final phase of the project resulted in an annotated list of Spanish literacy materials. (The bibliography is included in this report.) (MN)

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SPANISH LITERACY INVESTIGATION PROJECT

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ABSTRACT

The Spanish Literacy Investigation Project was sponsored by Solidaridad Humana, through Section 310 funds made available by the New York State Education Department. It provides an initial step in understanding the needs of illiterate Hispanic adults and the role of Spanish Literacy in Adult Education. The project provides: 1) A list of programs providing literacy instruction in Spanish; 2) A description of four Spanish literacy programs; 3) Highlights of relevant research in the fields of Language Acquisition, Adult Learning, Literacy, Adult Basic Education, and English as a Second Language; 4) A review of experience in the field of Spanish Literacy Education; 5) An annotated list of Spanish literacy materials; and 6) A description of the key elements of a successful Spanish Literacy program.

The results of this project are based primarily on a survey of Spanish literacy projects conducted in the spring and summer of 1982. The survey included the distribution of questionnaires and follow-up phone calls as well as several on-site visits involving class observations and interviews and discussions with project participants, coordinators and teachers.

Hispanics comprise the fastest growing major population group in the United States. However, Hispanics lag significantly behind others in the areas of income, employment, job skills and education. 17.6% of Hispanic adults have completed only 0-4 years of school as compared to 2.8% for non-Hispanic adults. Resources are scarce and our experience and understanding are limited. Yet, until we begin to address the needs of native Spanish-speakers with limited English proficiency, who are also illiterate in Spanish, we will not be able to significantly reduce the problem of illiteracy in this country.

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INTRODUCTION

The Hispanic population is the most rapidly growing major racial-ethnic group in the nation. According to 1980 Census figures, Hispanics number 14,605,883 or 6.4% of the population, an increase of 60% since 1970. A special report of Foundation News, Hispanics and Grantmakers, gave 23,200,000 as a conservative estimate of the Hispanic population. Certainly the current influx of Hispanics rivals peak immigration of other groups in the early 1900's. Over 113,000 Hispanics immigrate to the United States each year.

Most Hispanic families reside in metropolitan areas and large Hispanic communities can be found in major cities throughout the country. However, when looking at the significant statistics describing the Hispanic population a profile emerges which shows that Hispanics lag significantly behind the general population in areas of income, employment and education.

A 1979 U.S. Census Report found that 37% of all Hispanic persons had an income of less than $4,000 per year. 21% of Hispanic families have incomes below the "poverty level" compared with less than 9% of the full population. The same census report stated that Hispanics who are employed are likely to be employed in unskilled or semi-skilled jobs. 86% are employed as sales persons, clerical workers, craft persons, operatives, laborers or service workers. The largest group, 25%, work as operatives in laundries, service stations and manufacturing factories. Additionally unemployment rates for Hispanics are extremely high, generally double the rates for non-Hispanic persons.

The problems of low income and high unemployment are compounded by low educational attainment. At all age levels, a smaller percentage of Hispanics than "Whites" attend school. In 1979, the Census Bureau reported that only 56.6% of Hispanics 25 years of age or older have completed 8 years of school and only 42% have completed high school. However, the limited involvement in education is shown most dramatically at the lowest levels. 17.6% of Hispanic adults have completed only 0-4 years of school as compared to 2.8% for non-Hispanic persons.

A community characterized by limited work skills, low income, high unemployment and limited education is restricted even further by a language barrier. The U.S. Department of Education reports that Spanish is the primary language for at least 10 million people living in the United States. Four out of five Hispanics live in households where Spanish is usually or sometimes spoken. Limited English-language abilities significantly affect one's participation in education as shown by the fact that 40% of persons 14-25 years of age with language minority backgrounds who usually spoke their native language were high school drop-outs.

—Low income:	37% have an income of less than $4,000 per year.
—Semi and un-skilled employment:	25% work as operatives in laundries, service stations and manufacturing factories.

--Limited education:	17.6% have completed only 0-4 years of school.
--Limited English skills:	For at least 10 million, Spanish is the primary language.

A review of the characteristics of the Hispanic community demonstrates the lack of basic skills and the need for basic education in order to function effectively in one's daily life. Many Hispanic adults are unable to benefit from high school equivalency or vocational training programs because they lack necessary skills in literacy and English.

A significant number of Hispanics are involved in Adult Basic Education Programs. In 1978, Hispanics comprised 21.3% of persons 16 years of age or older participating in federally funded Adult Basic and Secondary Education Programs. In three states over 50% of the participants were Hispanic: Arizona, 66.6%; California, 57.2%; New Mexico, 56.9%. In an additional seven states, over 25% of the participants were Hispanic: Colorado, 43.7%; Texas, 41.1%; New Jersey, 39.2%; Illinois, 30.8%; New York, 26.8%; Connecticut, 26.1%; Nevada, 26.1%.

Examination shows that a huge percentage of Hispanics enrolled in Adult Basic Education Programs not only have limited English language proficiency, they lack literacy and basic skills in Spanish. The experiences of administrators and teachers working with Hispanics who have limited English-language proficiency and who are not literate in Spanish provide the following profile. When compared to Hispanics who are literate, Hispanics with limited literacy skills in Spanish who participate in Adult Basic Education or English as a Second Language classes tend to:

1. Have substantially higher drop-out rates.
2. Demonstrate dramatically slower rates of progress or no progress if they do remain in the program.
3. Experience greater frustration and isolation.
4. Require more individual attention by the teacher.
5. Have greater difficulty adjusting to the classroom experience.
6. Have difficulty participating fully in classroom exercises, activities and homework.
7. Lack self-confidence and are sensitive to peer criticism.

As the Hispanic population has grown so has the number of Hispanics participating in Adult Basic Education programs. This population continues to grow daily. Increasingly, programs throughout the country will find Hispanics comprising a substantial percentage of their participants.

Experience shows that a significant number of Hispanics with limited English proficiency also have limited literacy skills in Spanish. In

examining the particular needs of this group, a number of questions arise: What is the role of Spanish literacy in learning English as a Second Language? What elements make a Spanish literacy project successful?

This project provides an initial step toward our growing understanding of the field and toward developing effective, quality programs to meet the needs of Hispanic adults who lack the basic skills needed to function effectively in their daily lives.

Overview of the Project

Sponsored by Solidaridad Humana, a comprehensive adult learning center, in New York City, and through funds made available by the State Education Department, the Spanish Literacy Investigation Project was implemented to achieve four objectives: 1) to identify Adult Spanish Literacy programs throughout the country, 2) to explore the availability of relevant Spanish literacy teaching materials, 3) to determine relevant elements between Spanish literacy and English as a Second Language through a review of experience in the field and through a review of the literature, and 4) to describe a model of a Spanish Literacy Program incorporated into an existing Adult Basic Education Program.

To find programs working in the field of Spanish Literacy, a search was made by contacting agencies and organizations throughout the country working in the field of Adult Education or working primarily with the Hispanic community. A list was compiled and a survey questionnaire was developed and distributed to the identified Spanish Literacy programs. Follow-up calls were made and four programs were selected for on-site visits.

The questionnaires, phone calls, and on-site visits provided the greatest resource for the investigation. Reviewing the experiences of these programs provided the greatest understanding of the needs of illiterate Hispanic adults. An examination of the programs and a review of the relevant literature provided the basis for determining the key elements of successful programs. Finally, the programs also were a major resource in determining the availability and value of Spanish Literacy teaching materials.

The results of the Spanish Literacy Investigation Project provide the following resources.

1. Spanish Literacy Programs
   —A list of programs providing literacy instruction in Spanish
   —A description of four of the Spanish Literacy Programs

2. A summary of elements relevant to Spanish Literacy and Adult Learning
   --Review of Literature
   —Project Survey Findings

3. An annotated list of Spanish Literacy Materials

4. The key elements of a successful Spanish Literacy Program.

II. SPANISH LITERACY PROGRAMS

PROGRAMS INVOLVED IN SPANISH LITERACY INSTRUCTION:

Barrio Education Project
2548 Culebra Street
San Antonio, Tx. 78228

CAGM
Basic Education Program
93 Broad Street
Midletown, Conn. 06457

Caminemos Learning Center
110 Washington Street
Hartford Conn. 06166

Centro La Esperanza
3759 Broadway
New York, N.Y. 10032

Colegio de la Tierra
3530 N. Dinuba Blvd.
Visalia, Ca. 93277

Instituto del Progreso Latino
1831 S. Racine
Chicago, Il. 60608

New York City Board of Education
Auxiliary Services for High School
347 Baltic Street
Brooklyn, N.Y. 11201

New York State Department of
Corrections Services
Building #2
State Campus
Albany, N.Y. 12226

PACTO
Adult Basic Education Program
3535 Quaker Bridge Road
Trenton, N.J. 08619

Partners in Learning
Florida International University
Trailer M3, Tamiami Trail
Miami, Fla. 33199

PROMESA
1776 Clay Avenue
Bronx, N.Y. 14454

S.E.D. Learning Center
1840 Kalorama Street
Washington, D.C. 20009

Solidaridad Humana
107 Suffolk Street
New York, N.Y. 10002

Universidad Internacional
2529 W. Division Street
Chicago, Il. 60622

AN OVERVIEW OF FOUR SPANISH LITERACY PROGRAMS

As part of the Spanish Literacy Investigation Project, four programs were studied in depth, a process which included on-site visits, observations of classes and personal interviews of program participants and administrative and teaching staff.

The four programs were:

1. Instituto del Progreso Latino
2. Solidaridad Humana
3. Universidad Internacional
4. Universidad Popular/Centro Latino

INSTITUTO DEL PROGRESO LATINO

Located in Pilsen, a section of Chicago mostly populated by Mexican immigrants, Instituto del Progreso Latino is a community-based adult high school program. It was established in 1975 when a group of community residents joined forces with St. Mary's, an alternative school for low-income minorities. With the financial support and high school accreditation of St. Mary's, Instituto was able to hire its own staff and start a bilingual high school program for the community.

In 1979, St. Mary's lost its funding from the Chicago Urban Skills Institute. Originally surviving on volunteer efforts, Instituto, having corporation status since 1977, decided to continue as an independent organization. Currently, Instituto shares the space of a school building with a community social service center, and it has entered into an agreement with a local high school in order to offer diplomas. In addition to re-establishing the Chicago Urban Skills Institute as a funding source, it has received community development money and foundation support. Although classes are free, to help maintain the program, students have agreed to make a donation at registration.

A bilingual staff largely representative of the community includes two administrators, three Vista volunteers and eighteen part-time teachers. Although the majority of the 125 persons attending classes are in their 20's, ages range from 18 to 60. The twelve-week trimester system provides classes meeting from 6:00 to 10:00 p.m. Monday through Thursday. Social and cultural activities are held most Saturdays.

The organizational structure and educational philosophy of Instituto are based on the pedagogy of the Brazilian educator, Paulo Freire, which emphasizes student self-direction and the integration of daily-life needs and community issues with education. The Instituto curriculum comprises traditional high school courses as well as subjects such as housing, human

rights, consumer issues, health and art. All classes are given in Spanish except for the wide range of English as a Second Language classes. The focus and goals of each class are determined jointly by participants and facilitators who then sign a class contract. To insure that participants are active in the process of determining policy and making decisions, an extensive student delegate system is woven into the curriculum.

Responding to the needs of the participants and consistent with the Instituto philosophy, a Spanish literacy class of three students was added to the program in September of 1981. Student-teacher interaction is seen as the key to effective instruction. Currently, a group of fifteen people works with three facilitators. Drawing on the participants' every-day experiences, facilitators develop the literacy materials.

SOLIDARIDAD HUMANA

Solidaridad Humana is a comprehensive learning center serving out-of-school Hispanic youth and adults in New York City. As one of its many services, Solidaridad Humana operates a Basic Education Program for persons 16 years of age and above who have limited English-language skills. The Basic Education Program consists of two components -- a Literacy Education in Spanish Program for persons with limited literacy skills in their native language, and an English as a Second Language Program for Spanish-literate persons who have limited English proficiency.

Since its beginning in 1971, Solidaridad Humana has been operating in the Lower East Side of Manhattan. Although basic education services were being provided earlier, in 1980, the Literacy Education in Spanish component was created as a part of the Basic Education Program. Since that time, the program has provided three, 15-week instructional cycles per year. Approximately 120 persons participate in three-hour day or evening classes which meet four times per week.

If the intake procedure, which includes an oral interview and a skills assessment, indicates that a person is eligible for the program, s/he is assigned to one of three levels -- beginner, intermediate or advanced -- or placed on a waiting list. The beginner level addresses the needs of persons with minimum proficiency in literacy. Upon finishing the advanced level, a person is prepared to benefit from instruction in English as a Second Language or preparation for the High School Equivalency Exam.

The average class size is 15 persons, however, the beginner classes tend to be smaller. The coordinator of the Literacy Education in Spanish component teaches one class and two full-time and one part-time instructors teach the other five classes. In addition, paraprofessional teachers' aides, many of whom are former Solidaridad Humana participants, assist in the classes two days per week.

Dialogues, or the process of group discussion, are the basis for instructional activities. An integrated curriculum incorporates skill-building activities in listening, speaking, reading, writing, computation and problem solving. Materials are largely teacher-made and rely heavily on a wide variety of daily-life materials and adaptation of commercially produced materials. Classroom activities include large group, small group and individual experiences to respond to the range of participants' needs and interests.

Solidaridad Humana is committed to the active participation of its students in the ongoing operations of the program. Representatives are elected from each class as part of the delegate system which provides input on program needs, goals and activities. Meetings are held regularly for the exchange of information and ideas, for discussing program changes and classroom management, and for planning program activities.

As well as with participants, Solidaridad Humana is committed to the involvement of program staff in operational management and decision-making. Teachers work cooperatively to develop curricular materials and improve their teaching abilities. The open sharing of resources and effective strategies fosters a supportive atmosphere. The Basic Education Program is primarily funded from the New York State Department of Education through appropriations under the federal Adult Education Act and from the Office of Basic Skills of the United States Department of Education.

All participants attend classes free of charge, however, they do support the agency by organizing and participating in a variety of fund-raising activities which substantially contribute to Solidaridad Humana.

UNIVERSIDAD INTERNACIONAL

Operating out of a store front in the West Town/Humble Park section of Chicago, Universidad Internacional is dedicated to the development of cognitive skills in the social sciences. It was established in 1977 under the name of Universidad Abierta when seven professionals and college students worked as volunteers. In 1980, it became Universidad Internacional when it was designated as a learning site for Governor State University.

Universidad now offers nine courses in cooperation with Governor State. Its educational philosophy is based on a concept of social cybernetics which provides a scientific methodology for individuals to identify and classify the problems that prevent them and their community from changing their environment. Students come largely from the Hispanic community in which Universidad is located.

Fundraising activities provide a major part of the agency's support. Additionally, three dollars of the tuition paid for each college credit goes to Universidad. Until recently, Universidad also offered a secretarial program. However, it was quickly discovered that a large number of the students were illiterate. In the spring of 1982, a Spanish literacy class was formed for persons who lacked English language proficiency and literacy skills in Spanish.

The class, which meets for three hours every Saturday morning, has quickly grown to include 56 people ranging in age from 16 to 68. Most of the participants have never attended school and lack the most basic reading and writing skills.

The volunteer teacher relies completely on materials she develops herself. The goal of the class is to develop some basic survival skills such as writing one's name, address, phone number, and social security number. A variety of cultural activities is held to promote class dialogue in order to develop oral language abilities and thinking processes. Although the class is extremely large, the atmosphere is relaxed and supportive. While many activities are teacher-centered, there is a great deal of peer teaching.

Even though the literacy class has only been operating a few months, its class size is excessively large and a waiting list of over 150 people has grown solely through word-of-mouth. This certainly documents the overwhelming need for Spanish literacy classes in this Chicago community.

UNIVERSIDAD POPULAR/CENTRO LATINO

Initially, one of three programs providing services to the community under the name of Centro Latino, Universidad Popular/Centro Latino grew as an independent organization to be a large complex educational center involving 1,000 Hispanic adults. With substantial funding from the Chicago Urban Skills Institute, Universidad Popular/Centro Latino offered a large number of Adult Basic Education and G.E.D. classes in Spanish and classes in English as a Second Language. In addition, it maintained a focus on local issues and community involvement through its film showings, cultural activities and community workshops. However, in 1980, Universidad Popular/Centro Latino lost its support from the Chicago Skills Institute which provided for its space in addition to the G.E.D. and English as a Second Language classes.

The loss of funds prompted a re-evaluation of priorities. The agency renewed its commitment to critical learning and community involvement. Currently operating out of two office-like facilities located in the Lakeview area of Chicago, Universidad is offering classes in Adult Basic Education, G.E.D., and English as a Second Language instruction. Approximately 100 young adults attend classes four nights per week. Most participants are involved in two ninety-minute classes each evening 6:00 to 9:00; one class being Adult Basic Education or G.E.D. in Spanish and the other being English as a Second Language.

The educational philosophy of Universidad Popular is also based on the pedagogy of Paulo Freire and designed to encourage personal and critical reflection. Although there is no formal structure created to incorporate the opinion and concern of the participants, Universidad is committed to involving students in all aspects of the center.

Responding to the needs of the community, Universidad Popular has developed a Spanish literacy program. Instruction is provided through tutoring or small group instruction. All facilitators are bilingual, although they tend to have little previous teaching experience or formal training. However, the teachers generally have been students themselves at Universidad and they meet weekly to share and discuss materials, attitudes, problems and concerns. Dialogue is

seen as essential to the process of personal development and awareness for the class participants as well as for people working at Universidad Popular.

In addition to the classes mentioned, a health program and a community theater program enrich the learning environment, address critical concerns and issues and complement the class curriculum. Federal government and foundation grants provide support which is supplemented with parties, concerts and other fundraising activities. Revenues from Spanish as a Second Language classes also provide significant financial support for Universidad Popular.

III. A SUMMARY OF ELEMENTS RELEVANT TO SPANISH LITERACY AND ADULT LEARNING

A REVIEW OF THE LITERATURE

One of the main objectives of this report is to examine the research that has been done regarding the Hispanic adult learner who is not literate in Spanish and has limited English language proficiency.

A review of the available literature shows that there is no research which specifically documents the correlation between the Spanish literacy levels of Spanish-speaking adults and their ability to learn English as a second language. Nevertheless, an increasing amount of significant research is being done in the area of first and second language acquisition, the adult learner, literacy, bilingual education, adult basic education and the teaching of English as a second language.

The following are highlights of the relevant research:

LANGUAGE ACQUISITION

- Cummins, Joseph (1980).

According to Cummins' "language interdependence hypothesis", the cognitive-academic aspects of first and second language learning are thought to be interdependent. In addition, according to this hypothesis, proficiency in a second language in a school setting is predicted to depend largely on previous learning of literacy-related functions in the first language.

- Diller, Karl (1981)

In discussing whether natural methods of foreign language teaching can exist, Diller proposes two criteria that methods should meet in order to enhance our natural abilities to learn second languages:

1. "A natural method should be intrinsically interesting, should involve socio-cultural content that is appropriate to the students, and should involve high-quality human interaction, so that the means to learning the language will be as satisfying as the end."

2. "A natural method presents linguistic material for listening comprehension in an ordered way so that the meaning of both words and grammatical constructs is clear, and it gives opportunities for meaningful practice of Speech. When possible, it also involves reading and writing."

- Krashen, Stephen (1980).

Reviewing the relationship of affective variables and second language acquisition, Krashen has found that certain personality factors are associated with success in second language acquisition. These factors appear to be related to self-confidence. Second language learners who have low levels of anxiety, out-going personalities, and high self-esteem are more successful in second language acquisition.

- Kinsbourne, Muriel (1981).

After reviewing the literature on neuropsychological aspects of bilingualism, Kinsbourne concludes:

> "Second and subsequent languages are acquired much as the first, making allowance only for known differences in cognitive strategies at different stages in the life span. The same brain territories are involved in all language acquisition."

- Macken, Marlys & Ferguson, Charles (1981)

On the basis of fifteen years of accumulated research in the field of first-language phonological development, Macken & Ferguson propose the following hypotheses:

> "Hypothesis 1. Phonological acquisition, like other types of linguistic and non-linguistic learning, involves a process of discovering patterns via forming, testing, and revising hypotheses --a process we refer to as regularization."
>
> "Hypothesis 2. At least some linguistic universals are not due to the operation of an innate linguistic language acquisition device, but rather derive from the interaction of the learner and patterned input."

One of the implications of these hypotheses for second language acquisition research is: "A model of [second language acquisition] necessarily will involve consideration of the second language learner's stage of cognitive development and prior linguistic knowledge and the context of learning."

THE ADULT LEARNER

- Aslanian, C.B., and Brickell, H.M. (1981).

In their 1980 study on why adults seek new learning, Aslanian & Brickell found that 83% of the 747 adult learners studied named some practical reason as the motivating factor for engaging in educational activities. Changes in

jobs or learning new skills to improve their socioeconomic status were the most common reasons for learning among more than half of the participants.

- Carp, A., Peterson, R. & Roelfs, P. (1974).

In a survey conducted by Carp, Peterson & Roelfs on the questions of how adults learn, by which methods and under what conditions, respondents indicated that methods in which the learner is actively participating, as opposed to watching or listening, are preferred by a two-to-one margin.

- Cross, Patricia (1981).

Cross classifies the obstacles which prevent adults from participating in learning activities as situational, institutional and dispositional barriers. She identifies the most significant obstacles as cost of education among the situational barriers; scheduling problems, inconvenient locations and inappropriate courses of study among institutional barriers; and age consciousness and past negative educational experiences among the dispositional barriers.

In explaining why adults choose to participate in a variety of learning activities Cross concludes that the following statements seem relevant:

> "Some people may engage in continuous lifelong learning simply because they have an itch to learn; others may participate when they have a need to know or when a specific reward for the learning effort is clear to them."
>
> "Most adults give practical, pragmatic reasons for learning: Learning that will improve one's position in life is a major motivation."

- Faure, E. and others (1972).

In their UNESCO report, Faure and others recommend educational learner-centered activities in order to allow the adult learner "greater and greater freedom as he matures [so that he can] decide for himself what he wants to learn and how and where he wants to learn it."

- Freire, Paulo (1968).

Freire has described education for adults as a process of liberation gained as one becomes a participating member of a culture and becomes a problem poser as well as a problem solver. He proposes a process of liberating education designed to develop a "critical consciousness" in the participants.

Furthermore, Freire describes the need for education to be based on the "reality" of the learners and for educators to observe and understand that reality.

"It is to the reality which mediates men, and to the perception of that reality held by educators and people, that we must go to find the program content of education."

"It is essential that the investigators observe the area under varying circumstances: labor in the fields, meetings of a local association (noting the behavior of the participants, the language used, and the relations between the officers and the members), the role played by women and by young people, leisure hours, games and sports, conversations with people in their homes (noting examples of husband-wife and parent-child relations). No activity must escape the attention of the investigators during the initial survey of the area."

- Johnston, J.W. & Rivera, R.J. (1975).

In looking at what adults learn, Johnston and Rivera, authors of pioneer research studies on adult learning in 1965 state:

"It was quite clear from the results of our study that the major emphasis in adult learning is on the practical rather than the academic; on the applied rather than the theoretical; and on skills rather than on knowledge or information."

- Knowles, Malcom (1970).

Knowles has developed a theoretical framework for the teaching/learning process in adult education by contrasting learning for adults (andragogy) with learning for chidlren (pedagogy). According to Knowles there are four "crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners, on which traditional pedagogy is premised." He contends that as a person matures:

(1) one moves from dependency to self-direction

(2) one's accumulated experience becomes a resource for learning

(3) the readiness to learn is formed on the developmental tasks of social roles

(4) time perspective changes from postponed application of knowledge to immediacy of application

(5) orientation to learning changes from subject-centered to problem-centered.

- Miller, H.L. (1967).

Miller's social class theory explains not only why people participate in educational activities but also why there are large differences between socio-economic groups in what they hope to accomplish from participation. Applied to adult education, he concludes that low income people will be interested

primarily in education that meets survival needs, mostly job training and adult basic education.

- Riessman, F. (1962)

Riessman, who has worked extensively with disadvantaged minorities, is convinced that education is perceived differently by the poorly educated.

> "The average deprived person is interested in education in terms of how useful and practical it can be to him."

English as a Second Language

- Berg, Joann La Perla (1980).

In describing changes in second language learning, Berg asserts that one of the most dramatic changes has been a re-examination of the adult learner and his/her role in the learning process.

> "We have shifted our approach from teacher centered classes to a learning environment in which the learner's needs and abilities are considerded. The ESL learner is thus encouraged to take responsibility for his/her own learning and the ESL program acknowledges a learner-generated process in which the adult is given the opportunity to apply linguistic and cultural information to functional use of language relevant to the individual's goals and objectives."

- English, Carl (1979).

As a result of his experience with ESL instruction and ABE programs, English offers the following definition of the adult ESL student:

> "The adult ESL student shares obstacles to participation with all adult students -- child care, poverty, health, transportation, fear, work, schedule, and so on -- but his problems are compounded by the fact that he lives in an alien environment; the culture and language are both different from those he learned at home as a child."

- Escobar, J.S. & McKeon, D. (1979)

Escobar & McKeon organize the teaching and learning of a second language into four phases:

1. establishing meaning or student comprehension
2. manipulative, meaningful and communicative practice
3. purposeful student communication, and

4. review, recombination or re-teaching.

In addition, they emphasize that a "life-giving environment" should be maintained.

"The teacher needs to develop a non-threatening environment where the learner feels safe enough to learn. Students must feel secure enough to take personal risks without fear of losing self-esteem, peer respect or teacher acceptance."

- Mattran, Kenneth (1979)

According to Mattran, one of the major areas of concern in English as a second language methodology is the development of classroom material for adult ESL learners. He offers the following possible solution:

"Here is an area where TESOL professionals and ABE/ESOL teachers could cooperate: ABE/ESOL teachers can provide insights into the kinds of real-life problems faced by their adult learners and these insights can be organized into linguistically and methodologically relevant lessons in the English language."

LITERACY

- Elsasser, Nan & John-Steiner, Vera P. (1977).

Drawing on the work of Paulo Freire and Lev Vygotsky, Elsasser & John-Steiner maintain that "poor writing" is connected to certain cognitive states and social conditions.

"To move beyond oral speech to writing, students must make an additional leap: they have to acquire a new code which demands further abstraction, semantic expansion and syntactic elaboration."

"Effective education requires the recognition and utilization of the potential in all human beings to participate actively in their own learning. Therefore, educational success depends upon a change in the social environment — a break with past alienation and marginality."

- Freire, Paulo (1970).

"The adult literacy process as an act of knowing implies the existence of two interrelated contexts. One is the context of authentic dialogue between learners and educators as equally knowing subjects. This is what schools should be — the theoretical context of a dialogue. The second is the area, concrete context of facts, the social reality of which men exist."

- Hunter, Carman St. John (1980).

In a report on adult illiteracy, Hunter describes one group of adults who in addition to having limited literacy skills "have many unmet survival needs that are for them even more basic than functional literacy. Literacy alone does not appear to offer immediate rewards in their most critical areas of need: employment, decent housing, health care, public services, and communities that are livable."

For this group the report recommends "heavy stress on community development as the means whereby (they) can begin to meet their basic needs."

- Stubbs, Michael (1980).

Stubbs states that the major task in teaching literacy must be to "understand the purposes and conventions of written language. A general principle in teaching any kind of communicative competence, spoken or written, is that the speaking, listening, writing or reading should have some genuine communicative purpose."

> "If a coherent theory of literacy is to be developed, it will have to account for the place of written language, both in relation to the form of spoken language, and also in relation to the communicative functions served by different types of language in different social settings in our culture."

PROJECT SURVEY FINDINGS

An extensive review of experience in the field of Literacy Education in Spanish was undertaken in order to develop an understanding of the role of Spanish literacy for native Spanish-speakers who have limited English proficiency and to develop an understanding of the key elements of successful Spanish Literacy Programs. As a first step, private and public organizations working in the field of adult education or working with the Hispanic community were contacted to find the names of agencies involved in Spanish Literacy Education. Through this process, a list of agencies was compiled.

A questionnaire was developed and sent to twenty-six agencies in order to survey their experience. Fifteen agencies were identified that are directly involved in Spanish Literacy instruction, and eleven of the agencies responded to the questionnaire and follow-up phone calls. The following information about the Spanish literacy programs was obtained through the survey:

1. Educational philosophy

2. Program characteristics

    a. History
    b. Location
    c. Organizational structure
    d. Program offerings and additional services
    e. Funding sources and budget
    f. Recruitment
    g. Evaluation
    h. Program schedule

3. Student population

    a. Age and employment
    b. Education experience
    c. Literary skills
    d. Number of students

4. Staff characteristics and responsibilities

    a. Qualifications
    b. Meetings
    c. Staff development
    d. Work schedules

5. Instruction

    a. Materials
    b. Methods

In the spring of 1982, at the time the questionnaire was distributed, approximately 300 adults were involved in a program of Spanish literacy instruction at one of the eleven agencies included in the survey. Three agencies had no classes operating at that time. Of those in operation, program size ranged from 8 to 120 participants.

As the Hispanic population has grown in recent years, programs have developed to respond to its educational needs. All of the currently operating Spanish literacy projects have been in existence for four years or less. In fact, four of the projects have been operating for less than one year. Largely, Spanish literacy projects are part of community-based organizations, although two projects are sponsored by local school districts and two others work through universities. The host agencies, in addition to their Spanish literacy projects, offer a variety of other educational programs including G.E.D. and ESL classes and in some agencies, vocational training and college programs.

It became apparent from community requests and through ESL and G.E.D. intake procedures, that there was a tremendous need for Literacy Education in Spanish. However, most agencies lacked the financial resources needed to implement a Spanish literacy program, so initial efforts relied on volunteers. At the time of the survey, projects were receiving funds from a variety of sources including federal, state, and city grants and some support from private foundations. But, the support has not been adequate and all of the projects continue to operate on extremely limited resources. In fact, three projects have closed due to lack of funds and one continues to operate solely through volunteer efforts.

Viewing all of the literacy projects as one, the percentage of males and females attending classes is almost equal, although certain projects have substantially more men and others more women. Over 90% of the participants are first generation Hispanics living in the United States, with the remainder being second generation. Little active recruitment is done by any of the projects as most people hear of the program through word-of-mouth or through referral from other programs or agencies.

In addition to having limited English proficiency, the participants in these projects also have minimal Spanish literacy skills. Half of the Spanish literacy students have had no previous experience in school and an additional 37% attended school for five years or less.

Consistent with the fact that the participants who are employed are working in unskilled, low-paying jobs and that nearly half of the participants are unemployed with 42% of those receiving welfare support, one of the most frequently stated reasons for attending Spanish literacy classes is to get a job or to get a better job. Tied with the need to get a job, most participants also express the goal of learning English.

Many of the participants in Spanish literacy programs have had negative learning experiences and are very sensitive to negative criticism. 80%

of the participants interviewed expressed feelings of inadequacy because of their inability to read the Bible, street signs, written directions, bills, or letters from family members or friends. Those adults with children had particular reasons for participating in a Spanish literacy class including: wanting to help their children with homework, not wanting to embarrass their children, wanting to understand written memos from the children's school, wanting to keep up with their children, or attending because their children encouraged them to do so. Moreover, all participants expressed the desire to be self-sufficient and to "better themselves" in order to feel respected as individuals.

When describing their educational philosophies, four of the projects speak specifically of the Brazilian educator Paulo Freire, who when discussing education emphasized student self-direction and the integration of literacy development with personal and community development. Other projects, while not specifically mentioning Freire, discuss the need for literacy in self-realization and the importance of empowering students to take responsibility for their own learning and progress.

Two of the projects have a formalized structure to insure student input on program decisions. Moreover, all projects encourage student participation and dialogue, creating an overall environment which is supportive, caring and friendly. Students are involved in a variety of program areas including fundraising activities, development of materials, building maintenance, attendance follow-up and orientation.

Since most of the programs are new and small in size, many features found in more established projects are not yet developed in many of the Spanish literacy projects. Little specific evaluation of projects is underway, however, projects do recognize the need for accurate recordkeeping procedures in order to document the activities and results of the project.

All projects have staff who are sensitive and aware of the experiences and needs of the illiterate Hispanic adult and who understand the community environment and cultural mores. Although all projects require staff to be highly proficient in Spanish and at least demonstrate reasonable proficiency in English, only two projects specifically require teacher certification. In all projects, staff meet frequently, most of them weekly, to share and discuss problems and to develop and share effective teaching strategies and materials. This process is integral to staff and program development.

The paucity of materials in Spanish for adult beginning readers necessitates the adaptation of commercially prepared materials and the development of materials by teachers or students and teachers in collaboration. The methods and materials developed have been in direct response to the needs and experiences of the adult learner.

Class sizes range from groups as small as five to a class in one project where a volunteer teacher had fifty-six students in one class practicing survival skills. However, the class size for most projects was between ten and fifteen persons.

It is important to note that all projects place special emphasis on a thorough intake and orientation process. Issues such as goals, responsibilities, expectations, and motivation are often discussed. In one project, an orientation process is done every fifteen weeks. Former students help plan and facilitate the orientations which include small group discussions designed to encourage interaction and full participation.

The instructional strategies found in most projects stress the role of group discussion, the need to respond to adults' functional needs, the importance of a curriculum which integrates basic skills and adult developmental needs, the need to incorporate the learner's culture and community, and the importance of active participation and self-direction. Most of the classrooms observed were characterized by an open, lively environment with substantial teacher-learner interaction.

In talking with individuals who work in Spanish Literacy Programs, the following comments were heard repeatedly:

- Adults involved in Literacy Education in Spanish share the problems common to all ABE and ESL students. However, by having minimal literacy and limited English proficiency, their problems are compounded. Common problems include poverty, unemployment, child care, health and transportation concerns, as well as the fear and insecurity experienced from living in an alien environment where the culture and language are new and the ability to comprehend the written language is essential.

- Literacy in Spanish is a necessary first step for the Hispanic adult learner. It provides the basis needed to promote learning in other areas (specifically ESL) and to maintain high motivation and consistent attendance.

- High retention is essential in order to benefit from instruction. Content that relates to adult functional needs and interests as well as quality interpersonal relationships appear to be the two factors which most directly promote high retention.

- Difficulties encountered by native Spanish-speakers not literate in Spanish while trying to learn English, diminish considerably after receiving literacy instruction in Spanish.

- There are lengthy waiting lists and too few programs responding to the Hispanic adults needing Spanish Literacy Education. In addition, there is little public support, and financial resources are scarce.

- Working in the field of Spanish literacy creates feelings of isolation because there is a need to share and to discuss one's experiences, resources and ideas with others working in the field, and the opportunities are limited.

- There is a tremendous need for beginning reading materials in Spanish responding to adult needs and interests, since reading itself, is the key to developing reading skills.

- There are no valid achievement tests in Spanish designed to reliably measure the progress of adults enrolled in Literacy/Basic Education in Spanish Programs. Testing instruments are needed primarily for evaluation purposes.

- There is a need for further study and empirical research, specifically in the field of Spanish literacy and its relationship to the native Spanish-speaking adult learner.

IV. AN ANNOTATED LIST OF SPANISH LITERACY MATERIALS

COMMERCIALLY PREPARED MATERIALS

"Alpha" Method (three primers + vowel workbooks)
Set of workbooks, primers and teacher's guide, approx. $17.98
ANAYA
Las Americas Book Center
37 A Union Square West
New York, N.Y. 10003

Contains vowel workbooks for each of the vowels and primer work texts. Designed for bilingual programs in the United States.

Advantages: Contains many large, attractive illustrations. Uses block letters as opposed to the script used in Palau.

Shows clearly the relationships of sound to written symbols.

Disadvantages: Directed toward small children.

Cosmos (levels 1 - 5)
textbooks, approx. $6.75
ANAYA

This series combines Science and Social Studies. Contains text books workbooks, evaluation books and answer books.

Advantages: Attractively illustrated

Disadvantages: Some of the articles are oriented toward students in Spain.

El Mundo de la Ciencia (levels 1 - 5)
textbooks, approx. $6.00
ANAYA

Contains textbooks, workbooks, answerbooks and teacher's guides.

Articles will orient students as to the basic concepts of geography, nature, nutrition and elementary biology.

Advantages: Provides an opportunity to practice reading in the content areas. Many of the articles will be interesting for use in an adult literacy program. The print is large, and the language is easy to understand.

Disadvantages: Some of the articles would be too juvenile for the adult learner.

La Vida del Hombre (levels 1 - 5)
textbooks, appprox. $6.05
ANAYA

A basic text in Social Studies. Contains textbooks, workbooks, answer books and teacher's guides. The books have colorful maps and pictures.

Advantages: The language is appropriate for the beginning reader. Provides interesting reading in the content area. One of the needs of many adult learners is a geographical orientation and these books present very clear and easy to read maps. The print is very readable.

Disadvantages: None

Lenguaje (levels 1 - 5)
ANAYA

Set contains text books, workbooks, and teacher guides. Teaches language from the early grades introducing students to famous stories and classical fables.

Advantages: Supplementary materials provide a variety of activities with a minimum of work and time. Some of the fables are interesting to students of all ages.

Disadvantages: Material is geared to children's interests. Illustrations juvenile.

Palau System
books, approx. $3.00
manipulatives, approx. $10.00
ANAYA

Set contains 3 primers, 1 reader, penmanship workbooks, manipulatives and games.

Advantages: Many activities can be improvised allowing learners to work individually or in small groups.

Cards are colorful and durable.

Disadvantages: Since the cards come from Spain, some of the words are not familiar to Latin American students.

Words are written in a script which is confusing for beginner students.

System is directed toward small children.

MATERIALS PREPARED BY DEPARTMENT OF EDUCATION MEXICO AND PUERTO RICO

Primaria Intensiva para Adultos (12 texts)
CEMPAE
Centro Para el Estudio de Medios y Procedimientos
Avanzados de la Educacion
Apartado Postal 44094
Mexico 12, D.F.

A series of student texts divided into subject areas. Each subject area: Spanish, Natural Sciences, Social Sciences, and Mathematics, is separated into three levels.

Advantages: Includes a comprehensive reading and writing program with practical applcications.

Touches on interesting subjects such as famly, work, economics, migration and education.

Cartoon-type illustrations designed specifically for the adult learner.

Disadvantages: The first level of all subject areas requires reading skills — no primer.

Some of the themes are developed for a program in Mexico, and are not relevant to learners outside of that program.

Various titles from:
Estado Libre Asociado de Puerto Rico
Departamento de Instruccion Publica
Programa de Extension Educativa
Hato Rey, Puerto Rico

Leamos Amigos (three levels)
Los Trabajadores
A Cuidar la Salud
El Ciudadano en una Democracia
A Divertirnos Sanamente
Nuestra Isla
El Sistema Solar
El Valor Nutritivo de las Frutas del Pais
Puerto Rico y su Historia
Lectura y Lenguaje
Fuente de Vida
El Valor Nutritivo de los Alimentos
Seguridad Personal
La Geografia de Puerto Rico
La Familia
Navidad
Como Aprovechar los Alimentos
America Latina
Cunas de la Civilizacion
Los Fenomenos Naturales
Cinco Cuentos de Miedo
Los Derechos del Hombre
La Mujer y sus Derechos
Europa
El Cuerpo y los Alimentos
El Cooperativismo
El Peligro de Fumar
La Ciencia
Conozca a sus Hijos

Puerto Rico, su Historia y Gobierno
El Nino y su Mundo
Juegos y Juguetes para sus Ninos
Descubrimientos e Invenciones
Las Maquinas
Las Industrias y el Trabajo
Estados Unidos de Norteamerica
De Como Llegaron a Puerto Rico la Cana, el Cafe y el Tabaco

Derechos y Deberes de Algunos Trabajadores Puertorriquenos
Asia
Africa y Su Munco Actual
La Tierra y el Universo
Materia y Energia
Alimentos Para Su Familia
Que Sabemos del Huracan
Libro de Navidad

Some texts are accompanied by writing workbooks. All texts are paperback. The texts cover many of the objectives of a literacy program for adults in the area of reading and language development.

Advantages: Books are interesting to the adult learner. Each topic is self-contained in a separate text which gives a sense of accomplishment to have read a book from cover to cover.

Disadvantages: Many of the above titles relate to themes of interest to the adult learner. They are divided into cycles or levels and then subdivided into grades. These cycles and levels are exlained in the bulletin "Boletin de orientacion: Programa de educacion basica para adultos". This gives the user of these materials an idea as to the reading level.

Most of the books are relevant to readers from all Spanish-speaking countries. Many of the books are especially prepared for the learner in Puerto Rico such as De Como Llegaron a Puerto Rico la Cana, el Cafe y el Tabaco, La Geografia de Puerto Rico, Puerto Rico, su Historia y su Gobierno, etc.

Some of the books are antiquated, but in general, these books represent an invaluable resource for a Spanish Literacy Program

TEACHER MADE MATERIALS

Gente y Cuentos
Sarah Hirschman
16 Newlin Rd.
Princeton, N.J. 08540

A series of short stories reproduced by permission of their authors. Stories represent some of the most interesting contemporary Spanish-American literature. The stories were chosen for their readability and understandability. The themes are relevant to the experience of the participants. Each story is followed by suggested "paths of discussion".

Stories can be read to beginner readers. The discussion that ensues can be used as the basis for a language experience chart. For more advanced readers, the stories offer a challenging opportunity to use their reading skills. Again, the dialogues provoked by these stories are rich in ideas and experiences and open the way for a variety of reading and writing activities.

Silabario de la Libertad
David Villalobos
Basic Education Program
Solidaridad Humana
107 Suffolk Street
New York, N.Y. 10002

A primer based on the discussions and experiences of the participants. Words taken from these discussions are divided into syllables and grouped by syllabic families.

South Dade Labor Camp Primer Book
Partners in Learning
Florida International University
Tamiami Trail
Miami, Fla. 33199

A collection of pictures depicting the reality of the farmworkers of Florida. Each picture is followed by words and sentences related to the picture. The advantage of this technique is that the sentences can be replaced depending on the level of the class, while still using the same pictures.

The above are examples of teacher-made materials which can be found. The obvious advantge of these materials is that they reflect the interests and experiences of the participants. They can be tailor-made to meet the needs of the class.

The drawback to these materials is that they are costly and time-consuming to reproduce. Many teachers in adult literacy programs work on an hourly or volunteer basis. There is limited time for this type of materials preparation.

MATERIALS FROM SERVICE AGENCIES

A.A. World Services, Inc.
P.O. Box 459
Grand central Station
New York, N.Y. 10017

Pamphlets and books in Spanish dealing with the problem of alcoholism. (minimal charge for most pamphlets)

Alcohol, Drug Abuse and Mental Health Administration
5600 Fishers Lane, (Rm. 6C-02)
Rockville, Mds. 20857

Pamphlets in Spanish dealing with the problems of alcoholism and drug abuse.

Con Edison
Consumer Education
4 Irving Pace, Rm. 1625-S
New York, N.Y. 10003

Programs, films and pamphlets in Spanish dealing with issues such as energy conservation, consumer awareness, safety in the home, etc.

New York City Police Department
Communications Division
One Police Plaza, Rm. 900
New York, N.Y. 10038

Pamphlets in Spanish dealing with social issues such as the rights of crime victims. Pamphlets are free.

New York Lung Association
22 E. 40th Street
New York, N.Y. 10016

Pamphlets in Spanish dealing with health issues such as air pollution, how to stop smoking, etc.

The above pamhlets often give valuable information to life problems being faced by the adult learner.

They are usually written in a simple, straight-forward language, but they are not geared to the person who is learning to read. As a result, teacher judgement should be used as to whether the material will be too difficult for that particular level.

V. KEY ELEMENTS OF SUCCESSFUL ADULT SPANISH LITERACY PROGRAMS

Although little empirical data exist, there is a growing wealth of experience in the field of Spanish literacy. The features found in successful Spanish literacy programs throughout the country and relevant research findings provide the basis for this program model.

The Spanish literacy program model describes the key elements, those essential features which define the program implementation, for each of the major program areas — philosophy, agency, program design, staff, and instructional strategies:

PHILOSOPHY

Spanish literacy programs that succeed have similar characteristics in the basic principles which provide continuity to all program areas including the goals, structure, interpersonal relationships, and instructional strategies.

1. A humanistic philosophy which starts with the participants; it considers their previous experiences, personal needs and skills, and expectations.

2. A philosophy which places special importance on meaningful interpersonal relationships in all areas.

3. A view that group interaction and dialogue are essential to all program areas.

AGENCY

There are four elements which characterize agencies that maintain successful Spanish literacy programs:

1. An environment which is perceived as open, non-threatening, supportive and sensitive.

2. A location and reputation which make the agency accessible, visible and identifiable.

3 A structure which integrates the Spanish literacy program with other agency services.

4. A strong network of community resources needed to respond to specific needs of the participants. Resources may be found in the agency itself or in other community agencies, however, the resources need to include G.E.D. and ESL programs, job placement assistance, vocational training, day care, and health and legal services.

PROGRAM DESIGN

Program staff and instructional stratgegies are key features of a program design; however, they are discussed separately since they are described in greater detail later. The recommended program design draws from the successful features of existing Spanish literacy programs:

1. An intake and orientation process which is sensitive. The process is designed so as not to alienate adults who may feel nervous and uncomfortable when expressing themselves and who may feel frustrated and embarrassed when asked to fill out forms. However, the intake/orientation process needs to include a discussion of the student's goals, expectations, and responsibilities as well as include an initial skills assessment.

2. A convenient class schedule and homogenous grouping determined by ability levels are needed for the program to respond effectively to the participant's needs. Class size should range from seven to fifteen participants with teacher's aides or team teachers when classes are larger than twelve.

3. Fixed cycles of instruction, ten to twenty weeks in duration, with nine to fifteen hours of instruction per week provides participants a time structure in which to accomplish defined goals.

4. A built-in mechanism which integrates real responsibility and active participation on the part of the adult learners and which is designed to involve participants in the ongoing operation of the program.

5. Regular weekly meetings for the staff involved in literacy instruction to share ideas, problems, and resources and to jointly work on the development of the program.

6. Integration of the Spanish literacy program with a larger program that includes GED in Spanish and English as a second language.

7. Regular meetings held once or twice per month involving all persons working in Spanish literacy, GED in Spanish, and ESL to discuss and develop issues which are of concern to the larger group.

8. An awareness that the implementation of a Spanish literacy program is an evolving process and therefore requires record keeping and a continuous documentation of all program features such as intake, orientation, placement, testing, staff development, curriculum and materials development, instructional strategies, participant involvement, and evaluation.

STAFF

Successful teachers in Spanish Literacy Programs are characterized primarily by their human, interpersonal abilities.

1. An ability to play the roles of facilitator, counselor, and manager — including the abilities to listen, ask and respond to questions, involve and motivate a group of learners, and express ideas and information clearly.

2. Strong interpersonal skills — including a manner which is trustworthy, warm, accepting, supportive and encouraging.

3. Proficiency in Spanish and English.

4. Experience and knowledge of the community environment and cultural mores.

5. The ability to assess participants' needs and to focus on appropriate goals.

6. The view that Spanish literacy programs require a cooperative effort and as a result, the open sharing of ideas and resources with co-workers.

7. An awareness of personal development being a part of the on-going classroom, staff and program development.

INSTRUCTIONAL STRATEGIES

There are five salient characteristics which describe successful instructional strategies in Spanish literacy programs:

1. The primary role of group dialogue. A dialogue process is seen as essential to the success of a Spanish literacy program, since it builds on the initial skills, speaking and listening, shared by all participants and therefore doesn't limit participation of some individuals; incorporates elements of group process and therefore acknowledges and builds on social dynamics; maintains a focus on particpants' concerns as opposed to a content focus; develops broad themes such as culture, childcare, religion, health and nutrition; encourages personal and group expression; and promotes meaningful personal interaction.

2. Meaningful personal interaction can be viewed as the glue which holds the program together. Positive student-student as well as student-teacher relationships which develop tend to break the initial feelings of isolation. Meaningful interaction heightens personal self-esteem, serves as an important motivational force, and contributes to personal development.

3. Active participation is essential since it promotes learning and keeps the focus on learning instead of teaching.

4. Appropriate materials. In successful Spanish literacy programs, appropriate materials are those that respond to the participants interests and goals and integrate the adults' functional needs. Additionally, materials need to be appropriate to the adults' developmental needs and skills.

5. Integrated curriculum. A successful Spanish literacy curriculum integrates basic skills with personal and community development, adult developmental needs, learner experiences and expectations and the adults' expressed functional needs. The curriculum integrates the basic skills of listening, speaking, reading, writing and math, and while it addresses each of the basic skills, it at the same time, attends to the emotional insecurity inherent in the lack of skills. Additionally, an integrated curriculum enhances the self-directed nature of adult learners, builds confidence and motivation, and focuses on learning instead of teaching.

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